COMMON CORE ESSENTIAL ELEMENTS AND RANGE OF COMPLEXITY FOR SECOND GRADE

Second Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
Key Ideas and Details. **RL.2.1.** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	**EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.	**AA Students will:** **EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of key details in a text. Ex. During the first or second shared reading of *Green Eggs and Ham*, point to a picture of Sam to answer the question, "Who says, *I do not like green eggs and ham?"* Ex. After a first or second shared reading of the poem, *Mix a Pancake*, point to a picture of a pan from an array of pictures when asked, "Where should we put the pancake?" **AA Students will:** **EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text. Ex. After repeated shared readings of a familiar text such as *Green Eggs and Ham*, point to a picture of Sam in response to the question, "Who is this?" Ex. During shared reading of a familiar text like *Green Eggs and Ham*, point to a picture of Sam to answer the question, "Who says, *I do not like green eggs and ham?"* Ex. During shared reading of a familiar poem like, *Mix a Pancake*, point to a picture of a pan from an array of pictures when asked, "Where should we put the pancake?"

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		AA Students will: **EERL.2.1.** Answer *who* questions to demonstrate understanding of details during shared reading of a text about personal experiences. Ex. During shared reading of a class-created predictable chart with the repeated structure "*I like <food>*," point to picture of self to answer the question, "Who said, 'I like hamburgers?'" Ex. During shared reading of a text about a class activity, select a symbol from an array on a multiple message voice output device to answer the question, "Who made a green one?" **AA Students will:** **EERL.2.1.** With guidance and support, answer "me" in response to *who* questions during shared reading of a text about personal experiences. Ex. With guidance and support during shared readings of a class-created predictable chart with the repeated structure "*I like <food>*," point to self or signs "me" to answer the question, "Who said, 'I like hamburgers?'" Ex. With guidance and support during shared reading of a text about a class activity, say "me" in response to the question, "Who liked it?"
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**EERL.2.2.** Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.	**AA Students will:** **EERL.2.2.** Retell familiar stories, including fables and folktales from diverse cultures, including elements from the entire story. Ex. After listening to a story from a different culture, retell the story including elements from throughout the story. **AA Students will:**

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		EERL.2.2. Retell familiar stories from diverse cultures, including two or more elements from different parts of the story. Ex. After listening to a story from a different culture, retell the story including at least two elements (e.g., who and where) from any two parts of the story (e.g., beginning and end). **AA Students will:** **EERL.2.2.** With prompting, retell familiar stories from diverse cultures. Ex. Given a multiple message voice output device with elements of a familiar story arranged in sequence, retell the story by selecting two or more messages in sequence. Ex. Given an array of choices, select an event that occurs at the beginning and end of the familiar story. **AA Students will:** **EERL.2.2.** With prompting, retell an event from a familiar story about a personal experience. Ex. Given an array of photos that match the photos in a familiar book about a class activity, select a photo that depicts a particular event.
RL.2.3. Describe how characters in a story respond to major events and challenges.	**EERL.2.3.** Identify the actions and feelings of the characters in a familiar story.	**AA Students will:** **EERL.2.3.** Identify feelings of characters related to major events and/or challenges in a familiar story. 1. Ex. During shared reading sessions, identify the feelings of characters as they relate to an event in the story, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*: “How did Alexander

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		and his dad feel when Alexander called Australia?” Ex. How do you think the pigs felt about leaving their mother? **AA Students will:** **EERL.2.3.** Identify the actions and feelings of the characters in a familiar story. Ex. During shared reading sessions, share with peers how characters feel in a familiar story? “How does the pig feel when the wolf says, ‘*I will huff and puff and blow your house down*?’” Ex. During shared reading sessions, will share with peers what characters did and how that made them feel (e.g., “How did the wolf get into the brick house and how did that make the pig feel?”). Ex. Given an array of symbols, selects a symbol that reflects the characters’ feelings on each page of a familiar story. **AA Students will:** **EERL.2.3.** With prompting, identify the actions and feeling of characters in a familiar story. Ex. With prompting during shared reading of a familiar story, tell what characters are doing on each page. Ex. With prompting during shared reading of a familiar story, act out feelings or actions of the characters in the story. **AA Students will:** **EERL.2.3.** With prompting, identify a character in a familiar story.

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		Ex. Given an array of pictures of characters from the book and classmates, chooses a picture of the character in the story. Ex. With prompting during shared reading of a familiar story, use a two location voice output device programmed with *happy* and *sad* to label the feelings of characters in the story.
Craft and Structure. **RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**EERL.2.4.** Identify rhyming words or repeated phrases in a familiar story, poem, or song.	**AA Students will:** **EERL.2.4.** Identify rhyming words or repeated phrases in a story, poem, or song. Ex. While listening to a story, poem, or song containing rhyming words, identify two words that rhyme. Ex. While following along as the teacher reads a familiar poem, identify repeated phrases. **AA Students will:** **EERL.2.4.** Identify rhyming words or repeated phrases in a familiar story, poem, or song. Ex. During a shared reading of a familiar story, poem, or song, identify a word or picture that rhymes with a word read by the teacher (e.g., After shared reading of *Is Your Mama a Llama?*, "Point to the word/picture that rhymes with mama."). Ex. During a shared reading of a familiar story, poem, or song, indicate when he or she hears the rhyming words (e.g., The student activates voice output device to say "Hey, that rhymes!"). **AA Students will:** **EERL.2.4.** Complete an open-ended phrase with a word within a familiar story, poem, or song.

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		Ex. During shared reading of a familiar story, song, or poem, complete a repeated phrase at the appropriate time. Ex. During shared reading of a familiar story, song, or poem, provides a rhyming word in a familiar poem or song. **AA Students will:** **EERL.2.4.** With guidance and support, completes an open-ended phrase with a word within a familiar story, poem, or song. Ex. With guidance and support during shared reading sessions (e.g., the teacher uses an exaggerated pause, looks at the student, gestures toward a voice output device), complete a repeated phrase at the appropriate time. Ex. With guidance and support during shared reading sessions (e.g., teacher uses an exaggerated pause, looks at the student, gestures toward a voice output device), provide rhyming word in a familiar a poem or song.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**EERL.2.5.** Determine the beginning and ending of a story.	**AA Students will:** **EERL.2.5.** After reading a story, explain what happened first and what happened last in a story. Ex. After reading a story, will manipulate pictures or sentence strips of events in the story to correctly sequence the beginning and ending from an array of four choices. **AA Students will:** **EERL.2.5.** Determine the beginning and ending of a story. Ex. Presented with an array of three choices after reading a story, sequence the beginning and ending using pictures or objects.

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		Ex. Sort key words from the story which correspond to the beginning and ending. Ex. Given pictorial representations of the events in a story, arrange them in the same sequence as the story. **AA Students will:** **EERL.2.5.** Sequence two events in a story. Ex. Use a game format to pick pictures/objects out of a bag and sequence them in correct order. Ex. Presented with two choices after reading a story, will sequence the beginning and ending using pictures or objects. Ex. Given two choices, will indicate which happened first. **AA Students will:** **EERL.2.5.** Identify the beginning of a story. Ex. Presented with two choices while reading a story, will select the beginning using pictures or objects. Ex. Open book to beginning of the story.
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**EERL.2.6.** Identify the speakers in a dialogue.	**AA Students will:** **EERL.2.6.** Identify multiple speakers in a story. Ex. Identify at least two characters having a dialogue in a story (story must contain more than one character). **AA Students will:** **EERL.2.6.** Identify the speakers in a dialogue. Ex. Using a familiar story that includes dialogue, match the dialogue to the

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		correct speaker. Ex. Given dialogue from a familiar story that is modified from *Simon Says* using the character's dialogue, match character to dialogue. (e.g., Norma Jean, Champion Jumping Bean says, "I jump on my way to school." – yes or no?) Ex. Using switches programmed to have speaker's lines in the story, listen to the switch, and identify who said the line/phrase. Ex. Identify which character said which line using switches. Ex. Use puppets/paper dolls who represent the characters to identify which character said which line. **AA Students will:** **EERL.2.6.** Identify any dialogue in a story. Ex. Identify when any character is speaking in a story. **AA Students will:** **EERL.2.6.** With guidance and support, attend to the dialogue while reading a story. Ex. Look at a picture of the character who is speaking while a story is being read.
Integration of Knowledge and Ideas. **RL.2.7.** Use information gained from the illustrations and words in a	**EERL.2.7.** Use illustrations in print or digital text to identify characters and settings.	**AA Students will:** **EERL.2.7.** Use illustrations in print or digital text to describe characters and settings. Ex. Point to a picture of a character in a story and explain what that picture shows about the character. Ex. Identify an illustration in the story that shows the setting and select

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print or digital text to demonstrate understanding of its characters, setting, or plot.		words (print or symbols) that describe it from an array of choices. Ex. Prior to reading the story, student looks at pictures and describes where the setting takes place. **AA Students will:** **EERL.2.7.** Use illustrations in print or digital text to identify characters and settings. Ex. Given three illustrations, select the one that depicts the setting in the story. Ex. Find an illustration in the book that shows a specified character. **AA Students will:** **EERL.2.7.** Find the character in an illustration from a familiar text. Ex. During shared reading of a familiar text when the teacher stops at a page with an illustration that includes a specified character, point to the character. **AA Students will:** **EERL.2.7.** Attend to illustrations in the text during shared reading. Ex. Visually attend to the illustration when the teacher holds up the book for the student to see. Ex. Visually attend to the book during shared reading.
RL.2.8. (Not applicable to literature)	**EERL.2.8.** N/A	
RL.2.9. Compare and contrast two or more	**EERL.2.9.** Identify similarities in two versions	**AA Students will:** **EERL.2.9.** Identify similarities and differences between two versions of the

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versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	of the same story.	same story. Ex. Using the story of *The Three Little Pigs* and *The Three Little Javelinas* – identify how the two stories are the same and how they are different. Ex. When asked prior to shared reading to listen for parts of the book that are the same and different from another book, stop reader when similar and different parts are read or use a two message voice output device to say, "same" or "different." **AA Students will:** **EERL.2.9.** Identify similarities in two versions of the same story. Ex. When listening to the second of two versions of the same story, says "same" when similar elements are read. Ex. Uses a single message voice output device to say, "same" during shared reading of the second of two versions of the same story. Ex. Finds pages in two versions of the same story that show something that is the same. **AA Students will:** **EERL.2.9.** Identify two versions of the same story. Ex. Find two books that are different versions of the same story from a collection of books. Ex. When the teacher is reading a book (e.g., *I Went Walking),* the student says, "That book is like <title of other book>." (e.g., *Brown Bear, Brown Bear).* Ex. When the teacher has finished reading a book, student goes to classroom library and brings back another book that is another version of

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		the same story. **AA Students will:** **EERL.2.9.** With guidance and support, identify two versions of the same familiar story. Ex. With guidance and support, point to a second book that is about the same story (e.g., During shared reading of a familiar story, the teacher provides guidance and support to help the student identify another familiar book from a choice of two that is a different version of the same story.).
Range of Reading and Level of Text Complexity. **RL.2.10.** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RL.2.10.** **This Literature Essential Element references all elements above.	

Second Grade English Language Arts Standards: Reading (Informational Text)

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Key Ideas and Details. **RI.2.1.** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	**EERI.2.1.** Answer *who* and *what* questions to demonstrate understanding of details in a familiar text.	**AA Students will:** **EERI.2.1.** Ask and answer questions using the text for supportive evidence. Ex. Given a daily activity sheet, ask questions about what to do next. Ex. Given a set of directions to complete a task, answer when asked, "What do we do next?" **AA Students will:** **EERI.2.1.** Answer *who* and *what* questions to demonstrate understanding of details in a familiar text. Ex. Given a set of familiar directions, answer questions about who follows the directions and what is one thing to do to complete the task. **AA Students will:** **EERI.2.1.** Answer *what* questions to demonstrate understanding of details in a text. Ex. Given the instructions for a model plane/car, birdhouse, or other craft project, identify what would happen if they did not use glue (or another key ingredient). **AA Students will:** **EERI.2.1.** With guidance and supports, identify a detail in a text or illustration. Ex. Shown a calendar, point to any date.

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RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**EERI.2.2.** Identify the topic of the text.	**AA Students will:** **EERI.2.2.** Identify the topic and a detail of the text. Ex. Given the steps to complete a project, retell key steps of the project (i.e. glue for the construction of a model car). **AA Students will:** **EERI.2.2.** Identify the topic of the text. Ex. From three options, identify the topic of a series of directions (e.g., Would the title be *Making a Cake*, *Building a Birdhouse*, or *Riding the Bus*?). **AA Students will:** **EERI.2.2.** Retell the title of a text. Ex. After reading the title and steps for a series of directions, repeat the title. **AA Students will:** **EERI.2.2.** Indicate a portion of a text. Ex. Given a set of directions, point to any step or the title.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**EERI.2.3.** Sequence at least two steps in a procedure or ideas/incidents in an event.	**AA Students will:** **EERI.2.3.** Identify the order of steps in a sequence containing multiple steps. Ex. Given a recipe, put the materials and tools needed for each step in order (e.g., To make brownies, put the ingredients first; then the measuring tools, bowl, and stirring spoon next; and the brownie pan last.). **AA Students will:**

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		EERI.2.3. Sequence at least two steps in a procedure or ideas/incidents in an event. Ex. Given three directions to complete a task (take the mail to the office, collect the lunch count, etc.) and the first direction, use sequence strips to order the remaining steps in the procedure correctly. **AA Students will:** **EERI.2.3.** Identify the next step in a two-step procedure or ideas/incidents in an event. Ex. Given the first picture, correctly order pictures or sequence strips into "First, ____; then, ____" as needed to complete a procedure. **AA Students will:** **EERI.2.3.** With guidance and support, identify first step in a procedure or first idea/incident in an event. Ex. Look or attend to the first picture in a sequence of events.
Craft and Structure. **RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	**EERI.2.4.** Identify words related to a topic of a text.	**AA Students will:** **EERI.2.4.** Define words and phrases related to a topic of a text. Ex. Complete a fill-in-the-blank phrase with pictures or words, demonstrating comprehension of the word. Ex. Match word meanings to the words in the text. **AA Students will:** **EERI.2.4.** Identify words related to a topic of a text. Ex. Complete fill-in-the-blank phrases when provided with a word bank of written words or pictures.

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		Ex. Select pictures from choices that relate to a text. **AA Students will:** **EERI.2.4.** Categorize words by topic of text. Ex. Selects words that relate to time after examining a schedule. Ex. After reading *The Planets in our Solar System*, sort words and phrases based on the relationship to the text (i.e., Mercury, Mars, and the sun would go with the book, while candy, elephants, and windmills would not). **AA Students will:** **EERI.2.4.** With prompts and supports, label words and phrases by topic of text. Ex. Word/picture sorts. Ex. After reading *The Planets in our Solar System*, students place the correct pictures on the illustrations (matching).
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**EERI.2.5.** Locate facts or information in a familiar text.	**AA Students will:** **EERI.2.5.** Use text features to locate facts or information in a familiar text. Ex. Using the title and table of contents, identify facts or information in a familiar text. Ex. Match the caption that best describes the picture in the text. **AA Students will:** **EERI.2.5.** Locate facts or information in a familiar text. Ex. In a shared reading activity, indicate the title to answer questions such as “Tell me what this book is going to be about.” Ex. Identify the day of the week on a calendar.

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		AA Students will: **EERI.2.5.** With guidance and support, recognize that books have titles. Ex. With guidance and support, locate the title on the front cover of a book. **AA Students will:** **EERI.2.5.** With guidance and support, indicate a book or another text. Ex. Point to a book when presented with a book and a calendar and asked, "Which one is a book?"
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**EERI.2.6.** Identify purpose of a text.	**AA Students will:** **EERI.2.6.** Explain why a text is important or useful. Ex. After reading *Ruby Bridges*, explain why the story is important. **AA Students will:** **EERI.2.6.** Identify the purpose of a text. Ex. Answer questions about bibliographies, such as, "Why did the author want to tell the story of Ruby Bridges?" Ex. Given three choices, select the purpose of the text – to help us understand Ruby Bridges, to help us know about buses, or to help us wear shoes. **AA Students will:** **EERI.2.6.** Identify two or more reasons the text is interesting or useful to them. Ex. After listening to *Ruby Bridges*, select two picture cards that represent interesting information from the text.

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		AA Students will: **EERI.2.6.** With guidance and support, identify one aspect of the text that is liked. Ex. Using objects that represent parts of a text, indicate preferred part.
Integration of Knowledge and Ideas. **RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**EERI.2.7.** Demonstrate understanding of how images relate to a familiar informational text.	**AA Students will:** **EERI.2.7.** Understands the concepts that images convey in relationship to an informational text. Ex. Answer questions such as, "What did you learn about water from seeing the photo of the drop splashing?" in *A Drop of Water*? **AA Students will:** **EERI.2.7.** Demonstrate understanding of how images relate to a familiar informational text. Ex. Generate images to accompany a given text (e.g., Click on computer graphics to select image related to familiar text or use pre-cut items to glue and create an image that relates to a familiar text.). **AA Students will:** **EERI.2.7.** Identify images that relate to an informational text. Ex. Given two images, identify which one relates to a presented text. **AA Students will:** **EERI.2.7.** With guidance and support, locate an image that represents a concept in an informational text. Ex. Select a familiar icon to put on daily calendar to represent a typical

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		activity.
RI.2.8. Describe how reasons support specific points the author makes in a text.	**EERI.2.8.** N/A (See EERI.2.1.)	
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	**EERI.2.9.** Identify a common element between two texts.	**AA Students will:** **EERI.2.9.** Identify similarities in two texts on the same topic. Ex. When asked "What are these two stories about?," respond "girls." Ex. Read *World Without Fish* and *Energy Island* and identify something that is the same (pollution, earth, what we can do, etc.). **AA Students will:** **EERI.2.9.** Identify a common element between two texts. Ex. During shared reading of passages from *World Without Fish* and *Oceana: Our Endangered Oceans,* identify one picture that represents a common element (ocean, fish, water, etc.). **AA Students will:** **EERI.2.9.** Identify two informational texts that are the same. Ex. Given three illustrated menus with one being significantly different from the other two being identical, select the two that are the same. Ex. Given two identical weather charts and a calendar and asked which two are the same, select weather charts. **AA Students will:** **EERI.2.9.** With guidance and support, identify two informational texts on

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		the same topic. Ex. During shared reading of a familiar text, the teacher provides guidance and support to help the student identify another familiar text (from a choice of two) that is on the same topic.
Range of Reading and Level of Text Complexity. **RI.2.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERI.2.10. ****This Informational Text Essential Element references all elements above.	

Second Grade English Language Arts Standards: Reading (Foundational Skills)

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Phonics and Word Recognition. **RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long	**EERF.2.3.a-c.** Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.	**AA Students will:** **EERF.2.3.a-c.** Use letter-sound associations in efforts to decode and spell words. Ex. During a shared writing activity, the student identifies the first letter required to write a word spoken by the teacher. Ex. In independent writing, selects letters that reflect the initial letter in words that label a picture or match the topic. **AA Students will:** **EERF.2.3.a-c.** Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations. Ex. Given a sound spoken by an adult during a shared writing activity, say or point to the letter. Ex. During a shared reading or writing activity, the teacher points to a letter and the student says the associated sound. **AA Students will:** **EERF.2.3.a-c.** In context, identify any letter-sound association. Ex. When asked to write own name, indicates the sound of the initial letter. Ex. During a shared writing activity of an alphabet book, indicates the letter that goes with a sound produced by a teacher.

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vowels.		**AA Students will:** **EERF.2.3.a-c.** Explores letter-sound associations. Ex. Uses a talking word processor that provides individual letter name and sound feedback to type.
d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	**EERF.2.3.d-e.** Identify the beginning sound of familiar words beginning with a single consonant sound.	**AA Students will:** **EERF.2.3.d-e.** Uses knowledge of initial consonant sounds in efforts to spell words. Ex. During a shared writing activity, the student identifies the first letter required to write a word spoken by the teacher. Ex. In independent writing, selects letters that reflect the initial letter in words that label a picture or match the topic. **AA Students will:** **EERF.2.3.d-e.** Identify the beginning sound of familiar words beginning with a single consonant sound. Ex. Asked what the first sound in *cat* is, responds with “kuh” sound. Ex. Asked to indicate which word from two choices (*dog* and *cat*) begins with “duh” sound, points to *dog*. **AA Students will:** **EERF.2.3.d-e.** Identify words that begin with a single-consonant phoneme that is spoken by an adult. Ex. Given an array of pictures labeled by an adult, identify the picture that begins with the letter-sound spoken by the adult. **AA Students will:**

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		EERF.2.3.d-e. Point to pictures as an adult labels them. Ex. During shared reading, the teacher shows the student an illustration and says, “Show me the car.” Ex. During a morning meeting focused on planning for the day, the student identifies pictures for the class schedule.
f. Recognize and read grade-appropriate irregularly spelled words.	**EERF.2.3.f.** Recognize 10 or more written words.	**AA Students will:** **EERF.2.3.f.** Reads 10 or more written words in a simple, connected text. Ex. Given a beginning-level reader or teacher-created text, reads the text orally, accurately identifying 10 or more words. Ex. Reads the morning message composed by the teacher using words the student can read in isolation. **AA Students will:** **EERF.2.3.f.** Recognize 10 or more written words. Ex. When asked, reads 10 or more words on the classroom word wall (can point to words as they teacher calls them or reads them orally). Ex. When given a list of familiar consonant-vowel-consonant (CVC) words, successfully reads 10 or more words. **AA Students will:** **EERF.2.3.f.** Recognize two or more written words. Ex. Points to the correct word when read by someone else. Ex. Matches written word to an object. **AA Students will:** **EERF.2.3.f.** Recognize symbols that represent two or more common words.

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		Ex. Recognize symbols that are part of the daily schedule. Ex. Recognize symbols that represent lunch item choices.
Fluency. **RF.2.4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EERF.2.4**. Read a shared-reading selection.	**AA Students will:** **EERF.2.4.** Read simple text. Ex. Reads familiar book. Ex. Reads words on schedule without the support of symbols or pictures. **AA Students will:** **EERF.2.4.** Read a shared reading selection Ex. Read or listen to a reading selection on an age-appropriate topic. Ex. Turn pages to follow along in a reading selection. Ex. When using a recorded book, turn pages and attend to the recording. **AA Students will:** **EERF.2.4.** Respond to reading selection. Ex. Responds to reading activity consistent with the content of the reading (e.g., laughs or smiles at funny reading selection). **AA Students will:** **EERF.2.4.** Attend to reading selection. Ex. Maintains visual contact with reader during oral reading. Ex. Maintains attending behavior during oral reading.

Second Grade English Language Arts Standards: Writing

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Text Types and Purposes. **W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	**EEW.2.1.** Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.	**AA Students will:** **EEW.2.1.** Select a book and write to state opinions about it and reasons to support the opinions. Ex. Select a book from the library, use a computer-based word bank to write *It's the best*, and then refer to the book to find examples of what makes it the best and writes about them. Ex. Select a text, write a word to express an opinion about it (e.g., *lk* [like]) and then adds a reason (e.g., *fne* [funny]). **AA Students will:** **EEW.2.1.** Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books, use a multiple message communication device to say, "good book" and then add a reason, "funny." Ex. Select a book from a collection of recently read books, draw a picture of a sad face to show that he or she doesn't like it and then ask the teacher to write "too hard" under the picture. **AA Students will:** **EEW.2.1.** With guidance and support, select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books, then the

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		teacher will navigate through the student's multiple message communication device to reveal messages that express an opinion, then select a message communicating an opinion (e.g., "It's really good!"). The teacher asks, "What makes it good?," and the student will use the device to answer (e.g., says "boy") which the teacher interprets to mean the student liked the main character who was a boy. **AA Students will:** **EEW.2.1.** With guidance and support, state an opinion about a book. Ex. Look at, touch, or take a book from a selection of two when the teacher asks, "Show me your favorite," which the teacher writes (e.g., *Maria's favorite is* Goodnight Moon.). Ex. After the media specialist shows the students two books they might want to check out, look at one of them and indicate a preference (e.g., smiles).
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**EEW.2.2.** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	**AA Students will:** **EEW.2.2.** Select a topic and use writing to compose a message with two facts about the topic. Ex. Select a topic based on a bulletin board in the classroom about life cycles, then writes *fg* (frog), *tpl* (tadpole), and *lgs* (legs). Ex. Look through a photo album parents have sent in from home and select a picture (e.g., the beach) and then writes about it using an alternative keyboard (e.g., producing *bech* [beach], *sd* [sand], *sim* [swim]). **AA Students will:** **EEW.2.2.** Select a topic and use drawing, dictating, or writing to compose a

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		message with one fact about the topic. Ex. Select a topic based on a bulletin board in the classroom about life cycles, then draw a picture of a frog, tell a peer to write *frog* next to the picture or add a picture of a tadpole and writes *tp.* Ex. Look through a photo album parents have sent in from home and select a picture of the beach and then dictate a fact about the picture for the teacher to write: “The beach is hot.” or “The beach has water.” **AA Students will:** **EEW.2.2.** With guidance and support, select a topic and use drawing, dictating, or writing to compose a message with one fact about a topic. Ex. Given a familiar topic such as a favorite TV show, draw a picture of a character in the show and complete a frame sentence using a word bank: “<Name of character> is <one fact>.” (e.g., “Barney is purple.” or “Barney is happy.”). Ex. Given a topic from a recently completed classroom activity, within a small group tell the teacher one thing that happened during the activity as the teacher writes a repeated line of text, *One thing we did was . . . . Another thing we did was . . . . We also did . . . .* **AA Students will:** **EEW.2.2.** With guidance and support, select a topic. Ex. Working with a group of peers, select the topic each peer will write about from a choice of two or more. Ex. Select the topic for a shared writing activity from two or more choices offered by the teacher.
W.2.3. Write narratives in	**EEW.2.3.** Select an event	**AA Students will:**

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which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	or personal experience and use drawing, writing, or dictating to compose a message about it.	**EEW.2.3.** Select an event or personal experience and write a message about it. Ex. Choose to write about going to a soccer game and use a computer to write *wat Jay socr [what Jay soccer].* Ex. Look through digital photos the teacher took while the children completed a class project, select a picture and then write a comment to go with the picture. **AA Students will:** **EEW.2.3.** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. Ex. Draw a picture about his or her brother's soccer game, asks the teacher to write his or her brother's name, and then signs own name to the picture. Ex. Look through digital photos that the teacher took while the children completed a class project, select a photo and dictate a message for the teacher to write. Ex. Following an in-class cooking experience, name the activity (e.g., "Mkg Ckes" [Making Cookies]), describing what was done (e.g., "Mak sgr ckz" [We make sugar cookies.]), describing how it felt (e.g., "Do stke" [The dough was sticky.]), and telling how they liked it (e.g., "Likem." [I liked them.]). **AA Students will:** **EEW.2.3.** Draw, write, or dictate to compose a message about a personal

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		experience. Ex. Tell the teacher about a trip to the pet shop and draw a picture of it when asked. Ex. When the teacher displays a picture of the student working with peers to complete a class project, dictate a message to go with it. Ex. Following an in-class cooking experience, use a teacher-provided template to name the activity (e.g., "Mkg Ckez" [Making Cookies]), and tell how they liked it (e.g., "Likem." [I liked them.]). **AA Students will:** **EEW.2.3.** With guidance and support, communicate about a personal experience. Ex. After the teacher talked with the student about going to an activity (e.g., his or her brother's soccer game) and asks, "Was it good?" The student indicates answer (e.g., indicate *no* by looking down) and the teacher writes in the student's journal (e.g., *Tamika went to her brother's soccer game. It was not fun.*). Ex. After the teacher works with the student to review the events in his or her schedule for the day, points to and labels each of the visual supports, and asks, "Did you do it?" The student indicates an answer (e.g., indicate *yes* by smiling), and the teacher writes *Brian did art,* in his home-school journal.
Production and Distribution of Writing. **W.2.4.** (Begins in grade 3)	**EEW.2.4.** (Begins in grade 3)	

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W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**EEW.2.5.** With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.	**AA Students will:** **EEW.2.5.** With guidance and support from adults and peers, add more information and make one correction to own writing to strengthen the message. Ex. Share some writing with a peer who helps the student add more by dictating the spelling of words the student wants to add. Ex. Add information to a previous writing activity with peer assistance (e.g., Look through his or her writing folder and select a story the student started the previous week. After sharing it with peers, they help the student think of information to add and help him or her add it.). Ex. After writing about a favorite story, and being directed by teacher to look in the book for more details, adds additional facts. **AA Students will:** **EEW.2.5.** With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message. Ex. Add information created in science center and add information with peer assistance (e.g., The student shares a picture he or she has drawn of the leaves in a science center with some peers. The peers point out details on the leaves and suggest that the student adds the details to the picture and he or she does.). Ex. Dictate a sentence for the teacher to write. When the teacher asks for clarification (e.g., “Tell me when that happened.”), dictates more to clarify.

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		AA Students will: **EEW.2.5.** With guidance and support from adults or peers, add more information to own drawing, dictating, or writing when asked. Ex. Add information to drawing with peer assistance (e.g., The student shares a picture he or she has drawn with some peers when they make suggestions that he or she add more and the student adds more random marks to the picture.). Ex. Dictate a sentence for the teacher to write. When the teacher asks, "Tell me more," adds more. **AA Students will:** **EEW.2.5.** With guidance and support from adults or peers, use drawing, communication, or writing tools to communicate a message. Ex. Use a single message voice output device to tell a peer, "Read it to me." while students are sharing group writing and when invited to contribute his ideas, makes marks on the paper. Ex. Use a computer-based paint program to draw about a favored activity. Ex. Select keys on an alternate keyboard to write a note to a friend.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EEW.2.6.** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	**AA Students will:** **EEW.2.6.** Use technology to produce and publish writing. Ex. Use a combination of pictures, word banks, and letter-by-letter spelling to produce a list of peers who worked on the project so it can be hung up with the project. Ex. Use a talking word processor with word prediction software to write words and phrases about himself or herself for inclusion in a class book, *When We Were Babies*.

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		AA Students will: **EEW.2.6.** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. Ex. Use an alternative keyboard preprogrammed by the teacher with words and phrases to write a response to a book to publish in the class' book of book reviews. Ex. Work with a peer to choose words from word banks and spell words to write about himself or herself for inclusion in a class book, *When We Were Babies*. Ex. With guidance and support, use assistive technology to write back and forth with a parent volunteer in a digital written conversation environment (e.g., e-mail, text message). **AA Students will:** **EEW.2.6.** With guidance and support from adults and peers, use technology to produce writing. Ex. Working with a peer, use an alternative keyboard preprogrammed by the teacher with words and phrases to write about a book. Ex. Work with a peer to choose words from word banks and spell words to write about himself or herself. **AA Students will:** **EEW.2.6.** With guidance and support from adults and peers, explore writing technologies.

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		Ex. Take turns selecting preprogrammed messages from an alternative keyboard and listen as the message is read/typed by a talking word processing program. Ex. Use a single switch with scanning to select letters of the alphabet on an onscreen keyboard.
Research to Build and Present Knowledge. **W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	**EEW.2.7.** Participate in shared writing projects - communicate a message to add information.	**AA Students will:** **EEW.2.7.** Participate in shared writing and research projects. Ex. Identify pictures and words to include in a shared research project on a familiar topic. Ex. Select the topic of the research project and choose words or ideas to include. Ex. Read along with one or more talking digital books about fish, and with a peer, write two interesting facts about each. Ex. Select the topic of the research project, invite a peer to join in the research, gather three books on the selected topic from the library, read and listen to them together, and write one or two ideas learned (e.g., Fsh la egz. Fsh hv fnz. [Fish lay eggs. Fish have fins.]). **AA Students will:** **EEW.2.7.** Participate in shared writing projects - communicate a message to add information. Ex. Select a book on a topic related to a shared research project from a collection identified by peers and identify pictures that relate to the topic being researched, share them, and have peers write and read aloud text to accompany them. Ex. Read and listen with a peer to two electronic books selected by the

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		teacher in a digital reading environment and with a keyboard with alphabet and whole word access type letters, words, or sentences about what they learn (e.g., Katz r mamls. Bab catz r kitns. [Cats are mammals. Baby cats are kittens.]). **AA Students will:** **EEW.2.7.** With guidance and support, participate in shared writing and research projects. Ex. With guidance and support from the teacher, select a book from a choice of two related to the shared research project and identifies pictures that relate to the topic being researched which a peer writes on the collaborative document and reads aloud. Ex. Given a premade set-up on an alternative keyboard or onscreen keyboard, select words and pictures to add to a shared research and writing project. Ex. Type letters as they are dictated by a peer to add content to a shared writing project and then dictate known letters to a peer to type in order to add content to a shared writing project. **AA Students will:** **EEW.2.7.** With guidance and support, select pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures and select one, which a peer, aide, or teacher will write in the shared research project.

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		Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project and select one, which a peer, aide, or teacher will write in the shared research project and read aloud. Ex. Explore a bin full of objects and artifacts related to a shared research project and select one, which a peer, aide, or teacher will write in the shared research project.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question. **W.2.9. (**Begins in grade 4)	**EEW.2.8.** Identify information related to personal experiences and answer simple questions about those experiences. **EEW.2.9.** (Begins in grade 4)	**AA Students will:** **EEW.2.8.** Recall information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher during shared writing, recall information from a class project that the teacher writes on the board; then use the information to answer the teacher's questions. Ex. Work with peers to recall information from a field trip and use the information to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, the student works with peers to recall information about the field trip and then uses that information to answer the questions). Ex. Listen to an electronic book with a peer and draw, write, or dictate answers to *who*, *what*, and *where* questions about the text. **AA Students will:** **EEW.2.8.** Identify information related to personal experiences and answer simple questions about those experiences. Ex. Identify from a list of things that happened on a field trip to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, peers read the questions one-at-a-

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		time, make a list of what they remember, ask the student to identify which things he or she remembers, and then use that information to answer the questions.). Ex. After the teacher prepares a set-up on an interactive whiteboard for students to use in recoding their experiences from a science project, identify the pictures that reflect what happened and then move them to the correct location to respond to the teacher's questions. Ex. Use a picture/label schedule to recall the activities of the day and answer the question, "What did you do today?" for their parents in the home/school journal. **AA Students will:** **EEW.2.8.** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher, select a book purchased at a recent book fair so the teacher can write down the name and then answer the teacher's question when she asked, "Do you like the book?" Then, place a check in the *like* column. Ex. Working with a small group and the teacher, identify supplies from those assembled on the table that were used in completing a group project (e.g., glue, tape, scissors, paper) so the teacher can add them to the list and then respond to the teacher's question when she asks, "Did you finish?" Ex. Use a picture/label schedule to identify the next activity of the day by answering *what* questions (e.g., What is after math? What is next? What

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		is first today?). **AA Students will:** **EEW.2.8.** With guidance and support from adults, identify information related to personal experiences and preferences. Ex. Working with the teacher, identify a picture of a center completed earlier in the day to answer yes or no to the question, "Did you <listen to a story> this morning?" After which, the teacher will write in the home-school journal, "Allison listened to a story this morning." Ex. Working with a small group of peers and the teacher, identify objects and artifacts from a personal experience that will then be labeled appropriately by the teacher (e.g., Science things: rocks, leaves, twigs).
Range of Writing. **W.2.10.** (Begins in grade 3)	**EEW.2.10.** (Begins in grade 3)	

Second Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**EESL.2.1.** Participate in conversations with peers and adults in small groups. a. Engage in multiple-turn exchanges with peers and adults in small groups.	**AA Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with peers in small groups. Ex. After shared reading of a story, take two or more conversational turns to communicate with peers about favorite parts of the story. Ex. During literacy center time, take multiple turns with peers talking as they work sorting picture and word cards. **AA Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with peers and adults in small groups. Ex. After shared reading of a fable in a small group, take turns talking about the fable with the teacher's involvement. Ex. During lunchtime, communicate about the weekend taking multiple turns with peers and adults who are sitting at the table. **AA Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with individual peers. Ex. While at a literacy center working with letters and words when a peer hands the student a letter and says, "You need this one?," and the student replies, "No, b!" The peer finds a letter b and says, "This one?" The student replies, "Yeah, b." Ex. When the snack helper asks, "What do you want?" and holds up the white milk and chocolate milk, look directly at the chocolate milk. The

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		peer acknowledges, “Okay, chocolate.” and the student uses sign language to say, “Thank you.” The peer replies, “You’re welcome.” **AA Students will:** **EESL.2.1.a.** Communicate directly with an adult. Ex. Select from an array of pictures to indicate a favorite character in a story. Ex. Look at the carton of chocolate milk when a teacher holds up a carton of white milk and a carton of chocolate milk and asks, “What do you want?” Ex. Hand a teacher a picture of a desired toy to request an object during center time.
b. Build on others’ talk in conversations by linking their comments to the remarks of others.	**EERF.2.1.b.** Build on comments or topics initiated by adults and peers.	**AA Students will:** **EESL.2.1.b.** Engage in multiple-turn exchanges that build on comments or topics initiated by adults or peers. Ex. Offer own opinion about a fable that builds on the opinion of a peer (e.g., Peer says, “I didn’t like it.” The student replies, “Me either.”) and then continue as peer replies (e.g., “It was boring.”) by adding more (e.g., “Yeah, boring.”). Ex. During center time, a peer starts talking about the project he is making (e.g., “I’m gonna make a big one.”) and student adds (e.g., “I want one.”) when the peer replies (e.g., “You can make a big one.”), continue the exchange (e.g., “too hard.”). **AA Students will:** **EESL.2.1.b.** Build on comments or topics initiated by adults and peers.

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		Ex. Offer a comment about a fable read in a small group that shows agreement or disagreement with a peer (e.g., “It wasn’t scary.” “I liked it more.”). Ex. During snack time when a peer starts talking about a favorite TV show, add more by selecting the name of their favorite show from a multiple message communication system. **AA Students will:** **EESL.2.1.b.** Build on comments or topics initiated by an adult. Ex. When given a choice of symbols or icons representing *happy*, *sad*, and *so-so* faces, select one that shows opinion of story when asked by the teacher. Ex. When a teacher starts talking about what the class should do after lunch, say, “Outside!” **AA Students will:** **EESL.2.1.b.** With guidance and support, build on comments or topics initiated by an adult. Ex. Select a happy or sad face when the teacher says, “We are telling how we feel about the story. If you liked it, touch happy. If you didn’t like it, touch sad.” (the teacher models each). Ex. Use a single message voice output device to say, “I know something about that.” when a teacher makes a comment about the book during shared reading.
c. Ask for clarification and further	**EESL.2.1.c.** Ask questions related to a prescribed	**AA Students will:** **EESL.2.1.c.** Ask questions to seek further information/explanation related

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explanation as needed about the topics and texts under discussion.	topic or text.	to a prescribed topic or text. Ex. After reading a fable in class, ask the teacher, “Why didn’t the rabbit win the race?” Ex. After the adult says the class has to stop center time early and clean up, the student asks, “Why?” **AA Students will:** **EESL.2.1.c.** Ask questions related to a prescribed topic or text. Ex. During shared reading of a fable, ask “What is that?” (pointing to the tortoise). Ex. Use a multiple message voice output device to ask, “Who?” when the teacher explains that the class will have a special visitor coming to class today. **AA Students will:** **EESL.2.1.c.** With guidance and support, ask questions related to a prescribed topic or text. Ex. Given a choice of two questions recorded on single message voice output device (e.g., “What happens next?” and “”Why did she do that?”) and support from the teacher who models by saying, “I wonder what will happen next.” or “I wonder why she did that.,” select a question to ask. Ex. Ask, “How are you today?” during morning group, after several students have asked the question, “How are you today?” **AA Students will:** **EESL.2.1.c.** With guidance and support, use question words (*who*, *what*,

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		when, *where*, *why*, or *how*) to communicate with others. Ex. Given a single message voice output device with the single word, *why* during a shared reading activity with an informational text, hit the switch to say "why?" Ex. During morning meeting time when the teacher is explaining the calendar to the group, she exaggerates when asking, "Do you know what we're going to do then?," the student hits a single message voice output device to say, "What?"
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**EESL.2.2.** Ask and answer questions about key details from a text read aloud or information presented orally or through other media.	**AA Students will:** **EESL.2.2.** Recount key details from a text read aloud or information presented orally or through other media. Ex. After hearing the story of Ruby Bridges read aloud, describe Ruby as a brave, young Black girl. Ex. Say, "Ruby really wanted to go to school." when asked to identify an important event in the story. **AA Students will:** **EESL.2.2.** Ask and answer questions about key details from a text read aloud or information presented orally or through other media. Ex. Pick from choices to answer questions about key details presented in a story read aloud (e.g., "What did Ruby want to do?"). Ex. Answer yes or no question about a story that was read aloud (e.g., Indicates correct response when asked if Ruby went to school.). **AA Students will:** **EESL.2.2.** With guidance and support, answer questions about key details

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		from a text read aloud or information presented orally or through other media. Ex. Answer yes or no questions about a key detail presented in a story read aloud after the teacher rereads the paragraph or page where the key detail is stated. Ex. Select the picture symbol from an array to answer a question about a video clip after the teacher stops the video on the key scene. **AA Students will:** **EESL.2.2.** With guidance and support, answer questions about a text read aloud or information presented through other media. Ex. After listening to the story of Ruby Bridges and looking carefully at the pictures, point to a picture of Ruby when asked, "Where is Ruby?"
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**EESL.2.3.** Answer questions about what a speaker says.	**AA Students will:** **EESL.2.3.** Ask and answer questions about what a speaker says. Ex. Ask, "What did she say?" to request repetition of something someone said to them. Ex. Answer, "To lunch" when asked where the class is going next. **AA Students will:** **EESL.2.3.** Answer questions about what a speaker says. Ex. Repeat the directions when a teacher asks, "What do you need to do next?" Ex. Answer the question, "What do you want?" after the person working the lunch line states the options.

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		AA Students will: **EESL.2.3.** With guidance and support, answer questions about what a speaker says. Ex. When the teacher asks, "What do you need to do next?" and given a choice of two of the steps, the student identifies the next step. Ex. After the teacher assigns daily jobs to students (e.g., line leader, weather reporter, deliver attendance to the office), student identifies one of two or three symbols that represents his/her job for the day. **AA Students will:** **EESL.2.3.** With guidance and support, respond when asked a question. Ex. When asked, "What do you want?," look at the objects being offered by the teacher. Ex. When asked, "Where should we go?," look at the door to the classroom.
Presentation of Knowledge and Ideas. **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**EESL.2.4.** Identify a photograph or object that reflects a personal experience and tell one detail about it.	**AA Students will:** **EESL.2.4.** Identify a photograph or object that reflects a personal experience and describe it. Ex. Select a photo of a trip to a waterpark. Use the photo to tell about the park (e.g., who was there or favorite part of the park). Ex. Select a photo from a family trip to the park and use the picture to tell about what happened. **AA Students will:** **EESL.2.4.** Identify a photograph or object that reflects a personal experience and identify one detail about it.

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		Ex. Use a photo to identify a trip to the water park and point out the slide in the picture. Ex. Select a photo from a family trip to the park and tell about one thing that happened (e.g., “picnic,” “hotdogs”). **AA Students will:** **EESL.2.4.** Identify a photo or object that reflects a personal experience. Ex. Select a picture of a trip to the water park from a set of four photos when asked “Where did you go Saturday?” Ex. Select a photo of self holding an art project and when asked “What did you make?” **AA Students will:** **EESL.2.4.** With guidance and support, identify a photo or object of self engaged in an activity. Ex. With guidance and support, eye gaze to a picture of a trip to the water park.
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**EESL.2.5.** Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.	**AA Students will:** **EESL.2.5.** Produce a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. Ex. Produce a collage that shows all of the attractions at the water park and dictate a caption for it (e.g., *fun birthday*). Ex. Compile a play list of music to go with a slide show of photos from a class trip. **AA Students will:**

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		EESL.2.5. Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. Ex. Select from choices the pictures of the trip to the water park that depict the experience. Ex. Select a tactual material from a box of materials to represent how they feel about a new activity in P.E. **AA Students will:** **EESL.2.5.** Select a picture or tactual representation to accompany a story. Ex. After creating a predictable chart (*I like <food>.*) with the class during shared writing, select a picture to go with his page in the book (e.g., the student looks through a magazine to choose a picture). Ex. During shared reading of a text, select a tactual material from a box of materials to represent the text on one page of the story. **AA Students will:** **EESL.2.5.** With guidance and support, select a picture to accompany a story. Ex. With guidance and support after creating a predictable chart (*I like <food>.*) with the class during shared writing, the student selects a picture to go with his page in the book from a small set of pictures provided by the teacher. Ex. With guidance and support during shared reading of a text, student selects a tactual material from a box of materials to represent the text on

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		one page of the story from a small set of tactuals provided by the teacher.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EESL.2.6.** Communicate to provide clarification.	**AA Students will:** **EESL.2.6.** Communicate own thoughts, feelings, and ideas to provide details or clarification. Ex. When asked, “Why did you go to the water park?,” answer, “My birthday.” Then, add more when asked, “Why did you pick it?” by saying, “big slide!” Ex. During a shared reading activity, point to an illustration in the book and say, “house.” When the teacher asks, “What about the house?,” will clarify and add detail saying, “scary house.” Ex. Respond to questions to communicate and provide details about thoughts or feelings (e.g., When the teacher asks, “What’s wrong?” in response to a student that is crying and looking distraught, the student uses a multiple message communication device to say, “hurt”. When the teacher follows with, “What hurts?,” the student points to his knee.). **AA Students will:** **EESL.2.6.** Communicate to provide clarification. Ex. During shared reading, point to an illustration in the book and say, “I know.” When the teacher asks, “What do you know?,” clarify by saying, “house.” Ex. A student is crying and looking distraught, when the teacher asks, “What’s wrong?” the student uses a multiple message communication device to say, “hurt.” **AA Students will:**

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		EESL.2.6. Communicate about a specific task or experience. Ex. When asked, "What did you think about the water park?," select icon to show an emotion (e.g., happy face). Ex. During shared writing, select a picture of a hamburger from an array of three or more choices to complete the sentence, *I like to eat . . . .* **AA Students will:** **EESL.2.6.** With guidance and support, communicate about a specific task or experience. Ex. When asked, "What did you think about the water park?" with support point to an icon from a small array of choices to show an emotion (e.g., a happy face or sad face). Ex. When during shared writing, the teacher shows two pictures and labels them saying, "You like hamburgers (points to picture) and you like hotdogs (points to picture), choose one to complete the sentence, *I like . . . ."* by looking at one of the pictures.

Second Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
Conventions of Standard English. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a-f. (See below)	**EEL.2.1.** Communicate to convey information. a-f. Produce all letters.	**AA Students will:** **EEL.2.1.a-f.** Produce two- and three-letter words. Ex. Use a keyboard or communication device to produce two- and three-letter words (e.g., names, common nouns, words spelled with invented spelling such as *kat* for cat or *bak* for back). **AA Students will:** **EEL.2.1.a-f.** Produce all letters. Ex. Use technology and tools to produce all letters. **AA Students will:** **EEL.2.1.a-f.** Produce first letter in own name. Ex. Use writing tool to produce first letter of their name. **AA Students will:** **EEL.2.1.a-f.** Explore letters and technology used to produce letters.
a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns	**EEL.2.1.a-b.** Use frequently occurring nouns (e.g., *mom*, *dad*, *boy*, *girl*).	**AA Students will:** **EEL.2.1.a-b.** Use a variety of nouns. Ex. Use nouns to name familiar objects. **AA Students will:** **EEL.2.1.a-b.** Use frequently occurring nouns (e.g., *mom*, *dad*, *boy*, *girl*).

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(e.g., *feet, children, teeth, mice, fish*).		Ex. Identify individuals using a frequently occurring noun such as *mom*, *dad*, *boy*, or *girl*, to the teacher using their routine mode of communication. **AA Students will:** **EEL.2.1.a-b.** With guidance and support, identify symbols or objects that represent personally relevant, common nouns. Ex. Point to an object or person when named by an adult (e.g., Asked "Where is your coat?," points to it.). **AA Students will:** **EEL.2.1.a-b.** Interact with symbols or objects that represent personally relevant, common nouns. Ex. Given coat and told, "Here is your coat," reach for the coat.
c. Use reflexive pronouns (e.g., *myself, ourselves*).	**EEL.2.1.c.** Use frequently occurring pronouns to refer to self and others (e.g., *we*, *they*, *him*, *her*, *them*).	**AA Students will:** **EEL.2.1.c.** Use frequently occurring pronouns correctly across contexts. Ex. Comment during a shared reading activity using frequently occurring pronouns (e.g., "They are mad.", "She is sick."). **AA Students will:** **EEL.2.1.c.** Use frequently occurring pronouns to refer to self and others (e.g., *we*, *they*, *him*, *her*, *them*). Ex. Use *I* and *me* when referring to self. Ex. Use *we* when referring to self and friend.

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		Ex. Use *he* or *him* for boy and *she* or *her* for girl when referring to another person. **AA Students will:** **EEL.2.1.c.** Use the pronouns *you* and *me*. Ex. Use *me* when referring to self. Ex. Use *you* when addressing someone else. **AA Students will:** **EEL.2.1.c.** Demonstrate emerging awareness of *me.* Ex. While passing out materials for a lesson, the teacher asks, "Who wants one?" and the child puts hand on chest to indicate, *me.* Ex. Use a single message voice output device to say "me" when responding to a teacher's question or requesting something for self (e.g., Activates switch to say "me" when wanting to look at the book during shared reading.).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	**EEL.2.1.d.** Use frequently occurring verbs.	**AA Students will:** **EEL.2.1.d.** Use frequently occurring, regular and irregular past tense verbs. Ex. When asked to tell about past events, the student responds appropriately with past tense verbs such as *went, saw, played,* and *watched.* **AA Students will:** **EEL.2.1.d.** Use frequently occurring verbs. Ex. Uses verbs to describe actions when asked what they are doing

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
		(e.g., *run*, *play*, *eat*). **AA Students will:** **EEL.2.1.d.** Use a limited amount of verbs (4-5) to make requests or respond to questions (e.g., *want*, *like*, *go*, *eat*). Ex. Use a PECS sentence strip to make a request (e.g., I want + <item>.). Ex. Say "I like it" when the teacher asks for the student's opinion about something. **AA Students will:** **EEL.2.1.d.** Demonstrate emerging understanding of the meaning of common verbs.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	**EEL.2.1.e.** Use frequently occurring adjectives.	**AA Students will:** **EEL.2.1.e.** Use adjectives to accurately describe people, places, events, and things. Ex. Use a range of adjectives to describe a place they have visited. **AA Students will:** **EEL.2.1.e.** Use frequently occurring adjectives. Ex. Use adjectives to describe the color, shape, or size of an object or person (e.g., *red*, *big*, *round*). **AA Students will:**

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		EEL.2.1.e. Identify adjectives that describe familiar objects. Ex. Asked, “Is the ball big or small?,” responds “big” when presented with a large ball. **AA Students will:** **EEL.2.1.e.** Interact with objects of different colors, shapes, and textures.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	**EEL.2.1.f.** Link two or more words together in communication.	**AA Students will:** **EEL.2.1.f.** Communicate using multiple-word utterances. Ex. Communicate in sentences or phrases of three or more words. **AA Students will:** **EEL.2.1.f.** Link two or more words together in communication. Ex. Use two-word sentences or phrases to communicate about an activity or event (e.g., *I run*, *he plays*, *it snows*). **AA Students will:** **EEL.2.1.f.** Use single words to communicate. Ex. Communicate in single words using symbols, sign, or other methods of communication used routinely by the student. **AA Students will:** **EEL.2.1.f.** Respond to frequently occurring words. Ex. Look at the boy when asked, “Do you see the boy?”
L.2.2. Demonstrate command of the conventions of standard English capitalization,	**EEL.2.2.** Use conventions of spelling when communicating.	**AA Students will:** **EEL.2.2.a.** Capitalize the first letter of names.

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	a. Capitalize the first letter of familiar names.	**AA Students will:** **EEL.2.2.a.** Capitalize the first letter of familiar names. **AA Students will:** **EEL.2.2.a.** Capitalize first letter of own name. **AA Students will:** **EEL.2.2.a**. With guidance and support, recognize own name in print.
b. Use commas in greetings and closings of letters.	**EEL.2.2.b.** N/A	
c. Use an apostrophe to form contractions and frequently occurring possessives.	**EEL.2.2.c.** N/A	
d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy →*	**EEL.2.2.d.** Identify printed rhyming words with the same spelling pattern.	**AA Students will:** **EEL.2.2.d.** Sort printed rhyming words with the same spelling pattern. **AA Students will:**

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
boil).		**EEL.2.2.d**. Identify printed rhyming words with the same spelling pattern. **AA Students will:** **EEL.2.2.d**. Identify rhyming words. **AA Students will:** **EEL.2.2.d.** Provide a familiar rhyming word to complete a predictable, repeated line in a story.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EEL.2.2.e.** Consult print in the environment to support reading and spelling.	**AA Students will:** **EEL.2.2.e.** Consult print in the environment to support reading and spelling. Ex. When the teacher asks, "What word on the word wall could you use to help you spell bat?," the student says or points to the word, *at*. **AA Students will:** **EEL.2.2.e**. Consult print in the environment to support reading and spelling. Ex. The teacher tells the student, "Find a word on the word wall that will help you spell bat." The student locates the word, *at*. **AA Students will:** **EEL.2.2.e.** With guidance and support, consult print in the environment to support reading and spelling.

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
		Ex. The teacher tells the student to look under the letter *A*, to find a word that will help you spell bat. The student points to the word, *at*. **AA Students will:** **EEL.2.2.e.** Interact with print in the environment.
Knowledge of Language. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**EEL.2.3.** Use informal language when communicating.	**AA Students will:** **EEL.2.3.** Use formal and informal language when communicating. Ex. Use simple complete sentences when communicating with the teacher. Ex. Combine symbols on a communication system to compose a novel utterance. **AA Students will:** **EEL.2.3.** Use informal language when communicating. Ex. Use one-word responses and informal expressions when communicating. **AA Students will:** **EEL.2.3.** Use symbolic language to communicate. Ex. Use words when communicating. Ex. Use one symbol representing words or short phrases to communicate an utterance. **AA Students will:** **EEL.2.3.** Recognize familiar symbols. Ex. Use single pictures and signs when communicating.

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Vocabulary Acquisition and Use. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	**EEL.2.4.** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a-b. Use newly acquired vocabulary.	**AA Students will:** **EEL.2.4.a-b.** Use newly acquired vocabulary in context. Ex. Use newly acquired vocabulary in a simple sentence or phrase in correct context. **AA Students will:** **EEL.2.4.a-b.** Use newly acquired vocabulary. Ex. Use a newly acquired word in isolation correctly per its definition. Ex. Answer a question using a newly acquired word in isolation correctly per its definition. **AA Students will:** **EEL.2.4.a-b.** With guidance and support, identify newly acquired vocabulary. Ex. Identify which words are new to them when listening to story or teacher directions. Ex. Ask about words that are new to them during classroom activities. **AA Students will:** **EEL.2.4.a-b**. Respond when new vocabulary is used. Ex. Answer yes or no, when asked, “Is this word new?” Ex. Signal when a new word is spoken to them when directed. Ex. Answer “yes” or “no”, when asked, “Do you know what this word means?”
c. Use a known	**EEL.2.4.c.** Sort words into	**AA Students will:**

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).	familiar categories.	**EEL.2.4.c.** Identify categories for groups of related words. Ex. Given the names of familiar animals, identify the category as *animals*. Ex. Given the names of familiar people, identify the category as *people*. **AA Students will:** **EEL.2.4.c**. Sort words into familiar categories. Ex. Given an array of choices of familiar plants and animals, sort into specified categories of animals and plants. **AA Students will:** **EEL.2.4.c.** Identify two or more words from a single category. Ex. Given an array of choices and the category, *zoo animals,* find two or more zoo animals. **AA Students will:** **EEL.2.4.c**. Attend to words from a single category. Ex. Given words or pictures of familiar animals, place them together in front of them (e.g., "Look at all of these animals. They are all animals you can see at the zoo.").
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,	**EEL.2.4.d.** N/A	

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birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**EEL.2.4.e.** Ask about an unknown word.	**AA Students will:** **EEL.2.4.e.** Ask and answer questions about unknown words. Ex. Guess at the meaning of an unknown word given the meaning of similar words. Ex. Answers a question using the word, given the definition of an unknown word (e.g., After a student hears the definition of an unknown word, the student uses that word to answer a question.). **AA Students will:** **EEL.2.4.e.** Ask about an unknown word. Ex. Initiate a request for the meaning of an unknown word. **AA Students will:** **EEL.2.4.e.** Indicate that a word is unknown. Ex. Signal the teacher (using speech, vocalization, gesture, or switch) to indicate when an unknown word is spoken or read. **AA Students will:** **EEL.2.4.e.** Respond to words in conversations and shared reading/writing activities.
L.2.5. Demonstrate understanding of figurative	**EEL.2.5.** Demonstrate understanding of word	**AA Students will:** **EEL.2.5.a.** Identify real-life connections between words and their

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity
language, word relationships, and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).	relationships. a. Identify real-life connections between words and their use (e.g., *happy: "*I am *happy*.").	use. Ex. Respond appropriately when asked to tell about something that made them happy (e.g., "I got presents on my birthday."). **AA Students will:** **EEL.2.5.a**. Identify real-life connections between words and their use (e.g., *happy: "*I am *happy*."). **AA Students will:** **EEL.2.5.a.** With guidance and support, identify real-life connections between words and their use. Ex. With guidance and support, connect words to feelings (e.g., The teacher says, "You are smiling. Tell me why." The student says or selects a symbol to say, "happy."). **AA Students will:** **EEL.2.5.a**. With guidance and support, respond to words in context. Ex. With guidance and support, demonstrate the meaning of a word (e.g., Smile when asked, "Are you happy today?").
b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny,*	**EEL.2.5.b.** Identify the function of common nouns.	**AA Students will:** **EEL.2.5.b.** Use a common noun and its function in a sentence. Ex. Use a noun in the context of its function (e.g., "I need to drink some water."). Ex. Connect a noun to its function (e.g., "I need to cut this. Can I have scissors?"). Ex. Connect a word to its function (e.g., "I want to color. Give me a

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scrawny).		crayon.”). **AA Students will:** **EEL.2.5.b.** Identify the function of common nouns. Ex. Answer a question about the function of a noun (e.g., “What do we do with a fork?,” responds “eat.”). Ex. Match common noun to a word that describes its function (e.g., bed = sleep; chair = sit). **AA Students will:** **EEL.2.5.b.** Identify nouns that match functions. Ex. Identify the name of a tool used in writing (e.g., The teacher says, “What do I need if I want to write my name? A pencil or a book?”). **AA Students will:** **EEL.2.5.b**. Respond to common nouns in context. Ex. Reach for book when the teacher says, “Here is your book. Let’s read.”
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me*	**EEL.2.6.** Use adjectives and adverbs from texts that have been read.	**AA Students will:** **EEL.2.6.** Use words and phrases acquired through interactions, being read to, and other forms of instruction. Ex. After shared reading, use words from the reading to describe people and objects (e.g., After shared reading, the student shares that he or she also has a yellow raincoat.). **AA Students will:**

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happy).		**EEL.2.6.** Use adjectives and adverbs from text that has been read. Ex. After shared reading, repeat words from the reading to describe people and objects (e.g., After shared reading, the teacher asks, "What color was the raincoat?" and the student answers "yellow" or points to the color yellow from choices.). **AA Students will:** **EEL.2.6.** Repeat words from text that has been read to them. **AA Students will:** **EEL.2.6.** Mimic words spoken to them. Ex. Use a single message device with a preprogrammed message to repeat a recurring word in a book